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ABSTRACT

A study examined the results and effectiveness of the fifth year of the Reading Recovery program in New Hampshire. With the 78 Reading Recovery teachers from previous classes, 23 teachers in the new class, and 3 teacher leaders, a total of 104 teachers taught Reading Recovery during the 1994-95 school year. A total of 530 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 423 (80%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) both discontinued and program children attained scores on writing vocabulary, dictation, and text reading level measures which were within an average band; (3) children who were discontinued prior to April 1 continued to make successful progress on all three measures; and (4) the overall response from Reading Recovery teachers, classroom teachers, administrators, and parents on individual surveys was very positive and supportive. Recommendations include development of school building literacy teams to conduct studies to determine the factors that contribute to literacy success for all primary school children; and recognition of Reading Recovery as a supplemental service to classroom reading instruction. (Contains 4 tables and 9 figures of data. A list of Reading Recovery teachers and schools for the 1994-95 year; a list of the Reading Recovery Teachers-in-Training 1995-96; and questionnaires for teachers, teachers-in-training, parents, and administrators are attached.) (RS)

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ED 405 574

REPORT OF RESULTS AND EFFECTIVENESS

Reading Recovery® Program

Implementation Year Five

School Year 1994 - 1995

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REPORT OF RESULTS

AND EFFECTIVENESS

Reading Recovery® Program

Implementation Year Five

School Year 1994 - 1995

THANK YOU 4

All the Reading Recovery® Teachers listed in Appendix A collected the voluminous data analyzed and reported in this publication. Their work made this analysis possible.

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EXECUTIVE SUMMARY

READING RECOVERY® IN NEW HAMPSHIRE

Overview

Reading Recovery® is a reading and writing program for first-grade children who are at risk of reading failure. This program was established in New Hampshire by Chapter 301, New Hampshire Session Laws of 1989. It accelerates progress in learning to read, bringing students into the average achievement range for their class in 12 to 20 weeks. It is proven effective with at least 80% of the students who receive Reading Recovery® teaching. Extensive research conducted in New Zealand and Ohio shows that students maintain gains in the following years of school, making other interventions, such as retention-in-grade, special education for reading problems, or remedial reading, unnecessary. Thus, over time, not only is Reading Recovery® an effective intervention, but also a lower-cost intervention.

Organization of the Project

This was the fifth year of Reading Recovery® in New Hampshire. The collaboration of the Legislature, the State Department of Education, the University of New Hampshire, Chapter 1, and local school districts continued.

In preparation for the 1994-95 school year, the Early Learning Unit of the New Hampshire Department of Education sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during January. The Bureau received 32 applications, all of which met the criteria for acceptance into the program.

With three Teacher Leaders, 23 new teachers could be accepted into the program, along with providing continuing contact to 77 previously-trained Reading Recovery® Teachers. One class was held in Plymouth and the other class in Milford.

Continuing contact consists of planned, regularly scheduled, professional development for teachers beyond the initial training phase. It keeps the program focused on the accelerated learning of these hard-to-teach children and is critical for the success of the program. Due to the large number of previously-trained teachers and their widespread locations, one full-time Teacher Leader provided continuing contact and support to classroom teachers and administrators interested in making changes in primary classroom instruction and assessment.

With 78 Reading Recovery® Teachers from the previous classes, the 23 teachers in the new classes, and 3 Teacher Leaders, a total of 104 teachers taught Reading Recovery® during the 1994-1995 school year (see Appendix A for the list of teachers and districts participating in Implementation Year 5). They represented 39 school districts, among them 7 districts new to Reading Recovery®, and 67 schools.

The Concord School District was a separate Reading Recovery® Site with a Concord Teacher Leader. Concord Reading Recovery® Teachers collected data for that school district, and the Concord Teacher Leader wrote a report of results and effectiveness of the program in Concord.

The number of New Hampshire Schools interested in implementing Reading Recovery® continues to grow. For the fifth year in a row the number of applications for the Reading Recovery® classes exceeded the class space available by a number large enough for an additional class. Thus, during 1994-95 another New Hampshire teacher prepared at Lesley College as a Reading Recovery® Teacher Leader. A special grant from Chapter 1, along with state funds, supported the training of Diana Anderson of the Seabrook School District. Thus, Reading Recovery® is readily available to districts in the southeastern part of New Hampshire. State Chapter 1 funded installation of the required one-way glass and sound system in the Seabrook Elementary School and also in Newport.

In preparation for the 1995-96 school year, the Early Learning Unit sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during January. The Bureau received 40 applications, of which 38 met all criteria for acceptance into the program. With four Teacher Leaders, all qualified applicants could be accepted along with providing continuing contact for previously-trained teachers. Four classes were formed, meeting in Newport, Plymouth, Milford, and Seabrook respectively.

The 38 new teachers accepted into the program for 1995-96 represent 26 school districts and 35 schools (see Appendix B for the list of teachers and schools in the 1995-96 classes). Their accomplishments will be reported in the Year 6 Report.

The involvement of the State is extremely important since it brings Reading Recovery® teacher training within the geographic and financial reach of New Hampshire's school districts. For fiscal year 1995, $221,721.88 of state funds were used to support the training component of this program. Special Chapter 1 funds helped support the preparation of a Teacher Leader, Diana Anderson. At the same time, local districts contributed approximately $2.2 million to this effort, to cover the salary and benefits of the teachers in training as they received instruction in the program and worked with students, and to cover the salary and benefits for previously-trained teachers who were continuing to provide Reading Recovery® instruction to students.

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the seven research questions, to identify specific strengths, and to work to improve areas of concern.

Question #1 What proportion of Reading Recovery® Program children successfully completed the program?

Of the 530 Reading Recovery® Program children at the New Hampshire Site, 423 successfully completed the program and are making at least average progress with regular classroom reading instruction. This number represents 80% of the program population (see Table 1).

TABLE 1

Status of All Children Served by the New Hampshire Site in 1994-95

District	Total Served	Program Children	Discontinued	% Program Children Discontinued
Amherst	21	20	19	95
Bartlett	6	6	6	100
Bath	2	2	2	100
Berlin	7	5	4	80
Bethlehem	2	2	1	50
Campton	15	12	11	92
Claremont	16	12	11	92
Conval	46	35	26	74
Conway	15	12	12	100
Cornish	6	5	3	60
Derry	19	11	7	64
Epsom	15	7	4	57
Fall Mountain	6	5	5	100
Franklin	12	7	4	57
Gilford	5	5	3	60
Gilmanton	7	5	4	80
Gorham	7	5	4	80
Governor Wentworth	27	25	20	80
Grantham	5	4	2	50
Groveton	12	12	10	83
Hanover	7	6	5	83
Hillsboro	12	10	8	80
Holderness	6	4	3	75
Hooksett	21	18	16	89
Hopkinton	16	13	12	92
Laconia	22	17	16	94
Lafayette	2	2	2	100
Lebanon	26	18	14	78
Lincoln/Woodstock	5	4	1	25
Lisbon	8	7	5	71
Littleton	19	13	11	85
Manchester	7	6	5	83
Mascoma	9	6	5	83
Milford	27	20	17	85
Monadnock	21	15	10	67
Moultonborough	6	5	5	100
Newport	29	23	19	83
Pembroke	8	4	2	50
Piermont	2	2	2	100
Pittsfield	4	3	1	33
Plymouth	16	15	13	87
Raymond	18	13	6	46
Rumney	8	7	7	100
Seacoast	25	20	18	90
Stratford	7	4	4	100
Thornton	11	9	8	89
Timberlane	12	9	6	67
Warren	3	2	1	50
Weare	21	18	11	61
White Mountain	33	26	21	81
Woodsville	15	14	11	79
TOTAL	**677**	**530**	**423**	**80**

Question #5 What was the progress of the other children?

The other 107 children, representing 20% of the program population, made significant gains but not enough to reach the average of their class.

Question #6 What informal responses to the Reading Recovery® Program were made by Reading Recovery® Teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery® children?

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 1019 surveys were distributed to Reading Recovery® Program Teachers, classroom teachers, administrators and parents. There was a collective return rate of 83%.

The following are representative comments made by:

In Training Reading Recovery® Teachers

"I have gained a better understanding of just how the reading process works."

"I have learned that as a teacher I need to constantly evaluate and analyze my teaching. I have also learned that only by taking the time to reflect on yourself and your students can any decision about your teaching be made."

"I am so grateful for the opportunity to participate in the training...Our school is fortunate to have a Reading Specialist and Special Education Teacher trained in Reading Recovery. The common philosophy and approach of these two departments ensures the most effective...support for students."

Trained Teachers

In response to the survey question, "What have been the highlights of your teaching experience this year?"

"Working with a severely disabled child who [at first] made slow progress and is now a successful reader. I am glad I did not give up on him."

"Observing and discussing (Behind the Glass or videos) reinforces and builds my understanding of the [reading] process."

Classroom Teachers

"They [Reading Recovery students] use various strategies when working independently: context clues, phonics, pictures, look for meaning [in both reading and writing] before they ask for help."

"Communication has been ongoing. The Reading Recovery teachers support me with my other students as well and are an exceptional resource."

"Students in Reading Recovery are eager to share what they know with classroom peers. They model good reading strategies and that helps all students. Isn't that great?"

Administrators

"An impressive impact! Struggling readers and writers develop new skills, strategies and confidence."

"The percentage of 1st grade students we can send to grade 2 reading has greatly improved. I believe it saves most of these students from being coded."

Parents

"Reading Recovery has given my child a confidence he's never known before. Instead of feeling 'different' now [child's name] feels great about himself."

"It's great to have the books sent home so we had a chance to read with him. I felt in touch with the progress he was making."

Question #7 What percentage of the first grade population in each district participating is being served by Reading Recovery®?

The percentage ranged from a low of 1% to a high of 42%. Full implementation with its dramatic effects involves providing a full program to 20% to 30% of the first graders.

THE READING RECOVERY® PROJECT

New Hampshire

Pre-implementation Year	1989-1990
Implementation Year 1	1990-1991
Implementation Year 2	1991-1992
Implementation Year 3	1992-1993
Implementation Year 4	1993-1994
Implementation Year 5	1994-1995

Introduction

Reading Recovery® is an early intervention program designed to reduce reading failure. The purpose of this report is to provide information about the operation and results of the Reading Recovery® Project at the New Hampshire site during the fifth year of implementation with students. During Implementation Year 5, three Teacher Leaders trained 23 Reading Recovery® Teachers and provided continuing contact to 77 previously-trained teachers. An additional Teacher Leader was trained at Lesley College to make Reading Recovery readily available to the southeastern part of New Hampshire and better serve the demand for Reading Recovery training.

BACKGROUND OF THE PROJECT

Reading Recovery® is based on the assumption that intensive, high quality help during the early years of schooling is the most productive investment of resources. The early years, which set the stage for later learning, are particularly critical for children who are at risk of failure. Reading Recovery®, which was developed and initiated by New Zealand educator and psychologist, Marie M. Clay, provides a second chance in reading for young children who are at risk of failure in their first year of reading instruction. Individually administered observational procedures (Clay, 1993) are used to identify children in need of special help. Intervention procedures (Clay, 1993) are then individually tailored to help a failing child become a successful reader.

■ New Zealand Research

Results of the program (Clay, 1979) (Clay, 1982) in New Zealand indicate that "at risk" children make accelerated progress while receiving the individual tutoring. After an average of 12 to 20 weeks in the program, almost all Reading Recovery® children had caught up with their peers and needed no further extra help. Three years later, children still retained their gains and continued to make progress at average rates.

■ Rationale for Early Intervention

Good readers and writers develop early. Retention and remediation, accompanying several years of failure, do not enable children to catch up with peers so that they can function productively in school or later on in society. Clay's (1982, 1985) research revealed that poor readers develop ineffective strategies that persist and may hinder their reading progress and block further learning. Poor readers experience problems in other areas of learning and usually have diminished confidence and low self-esteem. The longer a child fails, the harder remediation becomes. Using early intervention, before failure is established, can reduce problems later in school.

Research has demonstrated that "at risk" children can be identified by classroom and Reading Recovery trained teachers (Clay, 1985). Simple, individually administered tests (An Observation Survey), developed by Clay, predict which first graders are "at risk" of reading failure. The test results provide the teachers with information on the child's strengths and some specific areas where instruction is needed. The instruction helps children to "untangle" their confusions and to learn to read and write better. Even these initially low achieving children can, with special instruction, make accelerated progress. The more children read and write, the more independent they become. Early intervention facilitates and expedites this process.

■ Roaming Around the Known

The first two weeks of Reading Recovery® are called "Roaming Around the Known." The Observational Survey shows the teacher what the child can do and gives him/her a point of departure. During the "In the Known" period, the teacher provides the child with opportunities to become fluent and flexible with what he/she already knows, thus, building a firm foundation on which the teacher can begin. Instruction is built on the child's strengths.

■ Reading Recovery® Lesson

The program targets the poorest readers in the class. In addition to their regular classroom activities, children are provided one-to-one lessons for 30 minutes each day by a teacher specially trained to help children develop effective reading strategies. During the lesson the child is consistently engaged in holistic reading and writing tasks. Each lesson includes reading many "little" books and composing and writing a story. Every day the child is introduced to a new book, which he/she will be expected to read without help the next day. Writing is part of every lesson. Through writing, children develop strategies for hearing sounds in words and for monitoring and checking their own reading. The program continues until the individual child has developed effective strategies for independent literacy learning and can function satisfactorily with the regular classroom reading instruction without extra help. Then, the intervention is "discontinued" and another child is given an opportunity to participate in Reading Recovery®.

■ Materials for the Reading Recovery® Project

Approximately 3,000 "little" books are included in the Reading Recovery® booklist. These books were selected because they provide support for young readers by using familiar language patterns within the framework of a predictable story. Books are organized into 20 levels of difficulty. Teachers use these levels as guides, but they must also consider their assessments of each reader's strengths and needs when they select the daily new book. Readers do not go through the same series of books. No child needs to read every book designated at every level. Instead, each child's reading material is different and is specially selected for him or her.

From levels 1 through 20, books increase in complexity and difficulty. There is no "magic" level which a child must reach before being discontinued. The level depends on the time of year, the general level of the whole class of children and the teacher's analysis of the child's reading strategies. For a more detailed discussion of the books, see *Vol. 3 Reading Recovery® Research Report, Columbus, Ohio Year 1.*

Other materials used in Reading Recovery® are pencils or slim markers and paper that is bound into a blank "writing book." Teachers also make use of magnetic alphabet letters and an upright, magnetic chalkboard; however, those materials are used to support reading and writing rather than for isolated drill. The largest proportion (over 90%) of Reading Recovery® time is spent reading books and writing stories which are then read. Thus, the major materials are books, pencils, and paper.

■ Teacher Inservice Program

To implement Reading Recovery®, teachers need special training over the period of one year; however, no time is lost in providing services to children. As teachers receive training, they simultaneously implement the program with children. Through clinical and peer-critiquing experiences guided by a skilled Teacher Leader, teachers learn to use observational techniques and teaching procedures for conducting lessons. Extensive use is made of a one-way glass for observing the training lesson. Teachers become sensitive observers of children's reading and writing behaviors and develop skill in making the moment-to-moment analyses that inform instruction.

■ Continuing Contact

After the year of initial training, the delivery of a quality program requires that the teacher have contact with a Teacher Leader. This continuing contact consists of planned, regularly scheduled, professional development. This contact keeps the program focused on the accelerated progress of these children, who are having difficulty learning.

To ensure the continued success of the program, the *Guidelines and Standards for the North American Reading Recovery® Council, Second Edition, 1994* state that Teacher Leaders 1) provide each trained teacher with 4-6 continuing contact sessions annually which include a minimum of 4 behind-the-glass sessions per year; 2) visit trained Reading Recovery® Teachers at least once each year to insure quality control of the program with additional visits based on needs or request.

READING RECOVERY® IN NEW HAMPSHIRE

Reading Recovery® came to New Hampshire through the collaboration of the Legislature, the State Department of Education, the Concord School District, and the University of New Hampshire. Other local school districts and Chapter 1 joined the effort. For details of pre-implementation and years 1, 2, 3, and 4 of the implementation see:

Report of Results and Effectiveness: Reading Recovery® Pilot Project (August 1991)

Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year 2 (September 1992)

Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year Three (September 1993)

Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year Four (September 1994)

In preparation for the 1994-95 school year the Early Learning Unit sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during January. The Bureau received 32 applications, all of which met the criteria for acceptance into the program.

With three Teacher Leaders, 23 new teachers could be accepted into the program, along with providing continuing contact to 77 previously-trained Reading Recovery® Teachers. One class was held in Plymouth and the other class in Milford. One full-time Teacher Leader provided continuing contact and support to classroom teachers and administrators interested in making changes in primary classroom instruction and assessment. Chapter 1 helped support the preparation of a fourth Teacher Leader at Lesley College to better meet the requests for Reading Recovery training. During her training year, the data on her Reading Recovery® students at Seabrook Elementary School were submitted to Lesley College and thus are not included in the 1994-95 New Hampshire Site Report.

With 78 Reading Recovery® Teachers from the previous classes, the 23 teachers in the new classes, and 3 Teacher Leaders, a total of 104 teachers taught Reading Recovery® during the 1994-1995 school year (see Appendix A for the list of teachers and districts participating in Implementation Year 5). They represented 39 school districts, among them 7 districts new to Reading Recovery®, and 67 schools. The number of New Hampshire schools interested in implementing Reading Recovery continues to grow.

■ Children in the Project

Of those students identified for Reading Recovery®, 677 were served in New Hampshire during the 1994-95 year. The research indicates that 60 lessons comprise the minimum amount of time that is considered a program in Reading Recovery®. Some children will take longer than that period to achieve success (be discontinued); others will be discontinued within a shorter time, however, 60 lessons represents a good estimate of the average time needed for a program. "Program" children are therefore defined as those children who receive at least 60 lessons or are discontinued from the program. At this site 530 program children were served and are included for analysis in this report (see Table 1, page 3).

■ Teachers

Criteria for selection of teachers were: (1) at least three years of teaching experience; (2) experience at the primary level; and (3) recommendation of the building principal, administrators or other teachers. Districts recommended personnel and the N.H. Department of Education made the final selection (see Appendices for a list of teachers and schools in the Reading Recovery® Program).

■ Responsibilities of Teachers

Teachers had several responsibilities: (1) to teach four Reading Recovery® children in one half of each day; (2) to fulfill other school district responsibilities in the other half of each day if employed full-time; (3) to complete Reading Recovery® record keeping; (4) to attend and participate in weekly teacher training classes the first year of training; (5) to attend inservice classes five to six times per year during the years after initial training; (6) to provide demonstration teaching four to six times during the training year and to provide demonstration teaching on a rotating basis during the years after initial training; and (7) to collect research data as guided by Teacher Leaders.

Daily Reading Recovery® tutoring involved four 30 minute individual sessions. Teachers kept careful records of each child's work. For each daily lesson, the record included; (1) books read for familiar reading; (2) strategies used or prompted in reading; (3) the running record book attempted independently, with analysis involving accuracy level and self-correction rate; (4) word analysis attempted by the child or instructed by the teacher; (5) the story composed and written by the child; (6) new book introduction and reading; and (7) general comments on reading or writing behavior. Each week, the teacher added to the list of words the child could write fluently and marked the child's reading level and accuracy rate on a graph.

■ Parent Involvement

A responsibility of the Reading Recovery® Teacher in teaching each child is to maintain contact with the child's parent. The parent must feel familiar with the instruction the child is receiving, know that the teacher welcomes questions or concerns, and understand what the parent can do to help. Each day the child takes a familiar book home to read to his or her parent. The child also takes his or her cut-up story to reassemble and read to the parent. The teacher communicates with the parent by phone, note, or in person, including an invitation to observe a lesson.

■ Training Class Description

Two training classes each met once a week, one at the Plymouth training site and one at the Milford site. Classes began at 3:45 in Milford and 4:00 in Plymouth and ran at least three hours. The Plymouth class consisted of twelve teachers and the Milford class of eleven teachers. The classes met at least 13 times each semester.

Training classes included basic strategies for observing and teaching children. Each teacher participated in "behind the glass" training lessons with a child while peers observed, described and analyzed behavior and teaching decisions. Afterwards, the teacher discussed the training lesson with the group. Other class discussions revolved around reading assignments from *Reading Recovery®: A Guidebook for Teachers in Training*, (Clay, 1993) and *Becoming Literate: The Construction of Inner Control*, (Clay, 1991), and selected articles on literacy development. In addition, each Reading Recovery® Teacher developed a comparison study of three first grade students and kept an academic journal.

■ Responsibilities of Teacher Leaders

Responsibilities of the Teacher Leaders included: (1) preparing for and teaching a one-week summer workshop for teachers in training; (2) preparing for and teaching the evening class each week, during the Fall and Spring semesters; (3) making site visits to each teacher in training and previously trained teachers; (4) preparing for and teaching eight classes for previously trained teachers; (5) monitoring progress of children taught by each teacher; (6) managing aspects of the program such as assignment of students and release of students from the program; (7) providing daily tutoring for Reading Recovery® children; (8) attending the

Northeast Reading Recovery® Conference in October; (9) attending the Ohio Reading Recovery® Conference in February and/or Teacher Leader Professional Development classes at Lesley College; (10) attending the four day Teacher Leader Summer Institute held in June; (11) providing inservice to school systems; (12) record-keeping; (13) sending data to Ohio State University throughout the year and acting as a liaison between the state project and the Ohio State University research staff; (14) completing a site report due in September; (15) making presentations to school boards, administrators, parents, other teachers, etc.; and (16) teaching at least two children throughout the school year.

■ University of New Hampshire

The University of New Hampshire granted six graduate level credits for the teacher training course. Dr. Grant Cioffi acted as "instructor of record" for the course. He made four presentations to the Plymouth in-training class, and four to the combined Milford and Concord School District classes. Dr. Cioffi consulted with the Teacher Leaders, offering on-going guidance and assistance in the development of the course.

■ National Diffusion Network - The Ohio State University

New Hampshire is a recognized National Diffusion Network (NDN) site for Reading Recovery®. Therefore, New Hampshire participates in the national data collection. The Ohio State University Reading Recovery® project staff assist each site with technical assistance in the data collection and with the dissemination of information across sites.

■ Technical Reports

Many technical reports describe the implementation of Reading Recovery® in Ohio and The United States. These reports and follow-up studies are available from The Ohio State University. The most recent of these is:

The Reading Recovery® Executive Summary 1984-1994

This 20-page annual report documents the years of implementation of the Reading Recovery® Program in North America.

The following publications are available from the New Hampshire Department of Education:

Report of Results and Effectiveness: Reading Recovery® Pilot Project (Laws 1989: 301), August 1991

Report of Results and Effectiveness: Reading Recovery® Program Implementation Year 2, School Year 1991-1992, September 1992

Report of Results and Effectiveness: Reading Recovery® Program Implementation Year Three, School Year 1992-1993, September 1993

Report of Results and Effectiveness: Reading Recovery® Program Implementation Year Four, School Year 1993-1994, September 1994

Also, the following publications are available from the Concord School District:

Report of Results and Effectiveness: Reading Recovery Report 1993-1994

Report of Results and Effectiveness: Reading Recovery Report 1994-1995

In addition, a monograph titled *Reading Recovery®: Early Intervention for At-Risk First Graders* and an article, "Reading Recovery®: A Cost-Effectiveness and Educational-Outcomes Analysis," *ERS Spectrum: Journal of School Research and Information*, Vol. 10, No.1, Winter 1992, are available from Educational Research Service, 200 Clarendon Boulevard, Arlington, VA 22201.

Presentations Made During 1994-95

The following presentations were made by Ann Fontaine:

"Children Who Fail to Search at Difficulty"
Reading Recovery® Teachers and Teacher Leaders
Northeast Reading Recovery® Conference
Danvers, MA

"Teaching for Strategies"
Reading Recovery® Teachers and Teacher Leaders
Northeast Reading Recovery® Conference
Danvers, MA

"Overview of Reading Recovery® and Selection of Students"
Classroom Teachers, Administrators and Paraprofessionals
Berlin, NH
Chichester, NH

"Reading Recovery®: Overview and Local Implementation"
Administrators and School Board Members
Newport, NH

"Reading Recovery®: Overview of Teacher Training Program"
Teachers interested in training during 1995-96
Concord, NH

"Effective Classroom Practices"
Classroom Teachers and Paraprofessionals
Piermont, NH

The following presentations were made by Sandra Tilton:

"Teaching for Strategies in the Primary Classroom"
Chapter 1 Lakes Region Conference
Bristol, NH

"Teaching for Self-Monitoring in Reading Recovery Lessons"
Northeast Reading Recovery® Conference
Danvers, MA

"Reading Recovery®: What Is It and How Can a School Support the Program?"
Classroom Teachers and Support Staff
Gilford, NH
Cornish, NH

"Informational Session on Reading Recovery®"
Persons interested in participating in the project
Concord, NH

"Teaching for Strategies: What Can the Classroom Teacher Do?"
Classroom Teachers and Support Staff
Ossipee, NH

The following presentations were made by Gail LaJeunesse:

"Informational Session on Reading Recovery®"
Classroom Teachers
Pembroke Village Elementary School
Pembroke, NH

"An Overview of Reading Recovery®"
Chapter 1 Teachers, District Administrators
Nashua, NH

"Reading Recovery® Implementation Issues"
Classroom Teachers, Reading Recovery® Teachers, Administrators
Fred C. Underhill School
Hooksett, NH

The following presentation was made by Diana Anderson:

"Reading Recovery®: Overview of Program and Teacher Training Program"
Districts/Teachers interested in training
Lincoln Akerman School
Hampton Falls, NH

The following presentation was made by Ann Fontaine and Gail LaJeunesse:

"Behind the Glass Demonstration and Overview of Reading Recovery®"
Milford, NH

The following presentation was made by Ann Fontaine, Sandra Tilton, and Gail LaJeunesse:

"Overview of Reading Recovery® in New Hampshire"
Members of the State Board of Education and Commissioner of Education
SAU #52 Offices
Portsmouth, NH

RESEARCH REPORT

Year 5: 1994 - 1995

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the seven research questions, to identify specific strengths, and to work to improve areas of concern.

Definitions

The following are definitions for terms used in this report.

Reading Recovery® Program Children are all children who received 60 or more lessons in Reading Recovery® or who were discontinued from the program.

Discontinued Reading Recovery® Children are those children who successfully completed the program and who were officially released during the year or who were identified as having met criteria to be released at the final testing in June.

Not Discontinued Reading Recovery® Children are those children who had 60 or more lessons but were not officially discontinued (released) from the program for various reasons including moving from the school, not having time to complete a program before the end of school, being placed in another program such as special education, or not responding adequately to the program after 60 lessons.

Random Sample Children are those children who were randomly selected from the population of first grade children. Children who received any Reading Recovery® lessons were deleted from the sample.

Site Random Sample One hundred and eight children from the site were randomly selected. Class lists of all first grade children enrolled at schools with the Reading Recovery® Program were compiled. One total list was generated and used to randomly select 108 children. This total group provides a basis for determining an average range for comparison as a site average band.

The Observation Survey is composed of six measures developed by Marie Clay. These measures are used to identify children who need Reading Recovery® and to provide a basis for beginning Reading Recovery® lessons.

Dependent Measures There are three dependent measures used for the study. These measures are from *An Observation Survey*, (Clay, 1993) and are described below.

Writing Vocabulary: Children were asked to write down all the words they knew how to write in 10 minutes, starting with their own names and including basic vocabulary and other words. While this measure had no specific ceiling, time available would eventually constrain the potential score.

Dictation: Children were read a sentence and asked to write the words. In scoring, children were given credit for every sound represented correctly, thus indicating the child's ability to analyze the word for sounds.

Text Reading: Children were told the title of a selection(s), given a brief, standard introduction, and asked to read text materials in graded levels of difficulty. The child's text reading level indicates the highest level of text that he/she read at 90% or above accuracy.

Text materials in graded levels of difficulty were constructed for testing purposes. For the first level, the teacher reads *Where's Spot?* (Hill, Eric. Putnam, 1980). The child was asked to read on a page (no, no, no.). Unsuccessful reading is level A; accurate reading is Level B. After the first level, passages from the Scott Foresman *Special Practice Reading Books* were used to assess children's reading through level 24. Additional passages were selected from the Scott Foresman, 1976 edition and the Ginn and Company (Clymer and Venezky, 1982) reading program for levels 26, 28, and 30. Level 30 is from the last selection of the Ginn 6th grade reader, *Flights of Color.*

These texts were used for testing and research purposes only. They were not the same as those materials used in Reading Recovery® instruction and are not used as instructional materials in any first grade classrooms.

PROCEDURES

Selection of Children

Reading Recovery® Teachers asked the classroom teacher to alternate rank the children in the classroom from top to bottom. Children from the bottom 20% were given the Observation Survey in September. From this group, four children per Reading Recovery® Teacher were selected as the first to receive Reading Recovery® lessons. The rest were placed on a waiting list to be picked up as an opening became available. Chapter 1 guidelines were followed in schools where teachers were a part of the Chapter 1 Program.

Data Collection

In September, the selected first grade children at each school were tested using the Observation Survey. Waiting list children who entered the program during the year were retested using the complete Observation Survey prior to entry into the program. Children who were discontinued were tested on Writing Vocabulary, Dictation, and Text Reading at the time of exit from the program.

Writing Vocabulary, Dictation, and Text Reading assessments were administered to all Reading Recovery® children at the end of the school year in June. Pre and post Observation Survey results on these three dependent measures were used to assess the outcome of the program and the progress of each student.

A sample of first grade students was randomly selected from first graders at the New Hampshire site. Teachers administered three parts of the Observation Survey, (Writing Vocabulary, Dictation, Text Reading) to determine a site random sample. This testing established an average range or average band of reading achievement levels of first graders at the site.

Research Questions

1. What proportion of Reading Recovery® Program children were discontinued?

2. What was the progress of Discontinued and Reading Recovery® Program children?

3. What proportion of Discontinued and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the Site?

4. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

5. What was the progress of Not Discontinued Reading Recovery® Program Children?

6. What informal responses were made by teachers-in-training, previously trained Reading Recovery® Teachers, classroom teachers, administrators, and parents of Reading Recovery® children which reflect on the impact of the Reading Recovery® Program?

7. What percentage of the first grade population in each district is being served by Reading Recovery®?

TABLE 1

Status of All Children Served by the New Hampshire Site in 1994-95

District	Total Served	Program Children	Discontinued	% Program Children Discontinued
Amherst	21	20	19	95
Bartlett	6	6	6	100
Bath	2	2	2	100
Berlin	7	5	4	80
Bethlehem	2	2	1	50
Campton	15	12	11	92
Claremont	16	12	11	92
Conval	46	35	26	74
Conway	15	12	12	100
Cornish	6	5	3	60
Derry	19	11	7	64
Epsom	15	7	4	57
Fall Mountain	6	5	5	100
Franklin	12	7	4	57
Gilford	5	5	3	60
Gilmanton	7	5	4	80
Gorham	7	5	4	80
Governor Wentworth	27	25	20	80
Grantham	5	4	2	50
Groveton	12	12	10	83
Hanover	7	6	5	83
Hillsboro	12	10	8	80
Holderness	6	4	3	75
Hooksett	21	18	16	89
Hopkinton	16	13	12	92
Laconia	22	17	16	94
Lafayette	2	2	2	100
Lebanon	26	18	14	78
Lincoln/Woodstock	5	4	1	25
Lisbon	8	7	5	71
Littleton	19	13	11	85
Manchester	7	6	5	83
Mascoma	9	6	5	83
Milford	27	20	17	85
Monadnock	21	15	10	67
Moultonborough	6	5	5	100
Newport	29	23	19	83
Pembroke	8	4	2	50
Piermont	2	2	2	100
Pittsfield	4	3	1	33
Plymouth	16	15	13	87
Raymond	18	13	6	46
Rumney	8	7	7	100
Seacoast	25	20	18	90
Stratford	7	4	4	100
Thornton	11	9	8	89
Timberlane	12	9	6	67
Warren	3	2	1	50
Weare	21	18	11	61
White Mountain	33	26	21	81
Woodsville	15	14	11	79
TOTAL	**677**	**530**	**423**	**80**

RESULTS OF RESEARCH

Year 5: 1994 - 1995

Question #1: What proportion of Reading Recovery® Program children were discontinued?

The decision to discontinue is carefully made in conjunction with the Teacher Leader. Decisions concerning whether or not children could be discontinued were made by examining a variety of data for each child: 1) highest level of text reading at 90% accuracy or better; 2) scores on two additional Observation Survey assessments: Writing Vocabulary and Dictation; 3) reading behavior as shown in recent running records and the Text Reading tests; and 4) achievement in the classroom instructional program.

Question #1 Results:

Of the 530 Reading Recovery® Program children at the New Hampshire Site, 423 were discontinued. This number represents 80% of the program population. (See Table 1, page 17).

Question #2: What was the progress of Discontinued and Reading Recovery® Program children?

Comparisons of September and June scores were made on the three measures of the Observation Survey: 1) Writing Vocabulary, 2) Dictation, and 3) Text Reading Level, for both the Discontinued and Reading Recovery® Program children.

Question #2 Results:

The following table (Table 2) summarizes the progress of the total discontinued group and the Reading Recovery® Program children from September to June on all three measures of the Observation Survey.

Table 2.

Summary of Observation Survey Scores for Discontinued Reading Recovery® Children and Reading Recovery® Program Children

Measure	Month of Testing	Discontinued Reading Recovery Children (mean)	Discontinued Reading Recovery Children (N=)	Reading Recovery Program Children (mean)	Reading Recovery Program Children (N=)
Writing Vocabulary	September June	4.51 47.51	353 420	4.08 44.57	460 524
Dictation	September June	6.53 34.94	353 419	5.78 34.00	460 523
Text Reading Level	September June	0.78 16.93	353 420	0.73 15.02	460 524

Question #3: What proportion of Discontinued Reading Recovery® children and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the site?

End-of-year scores on three measures of the Observation Survey, (Writing Vocabulary, Dictation, and Text Reading Level) for Discontinued and Reading Recovery® Program Children were compared to a site average band. The average band was determined by calculating the mean for each of these three measures for a group of 108 randomly selected first grade students at the site. The average band was considered to be .5 standard deviations above and below the mean. In computing the average band, children who had received any Reading Recovery® Lessons were deleted from the sample.

Question #3 Results:

The proportion of discontinued children who achieved end-of-year scores equal to or exceeding the site average band ranged from 84% for Text Reading to 94% for Dictation. The proportion of Reading Recovery® Program Children who achieved end of year scores equal to or exceeding the site average band ranged from 68% for the Text Reading to 86% for Dictation.

The following tables (Tables 3 and 4) and figures (Figures 1, 2, 3) illustrate the end-of-year scores for Discontinued and Program Children in comparison to the site average band.

Table 3.

Proportion of Reading Recovery® Program Children Scoring Equal to or Exceeding the Average Band at End-of-Year Testing

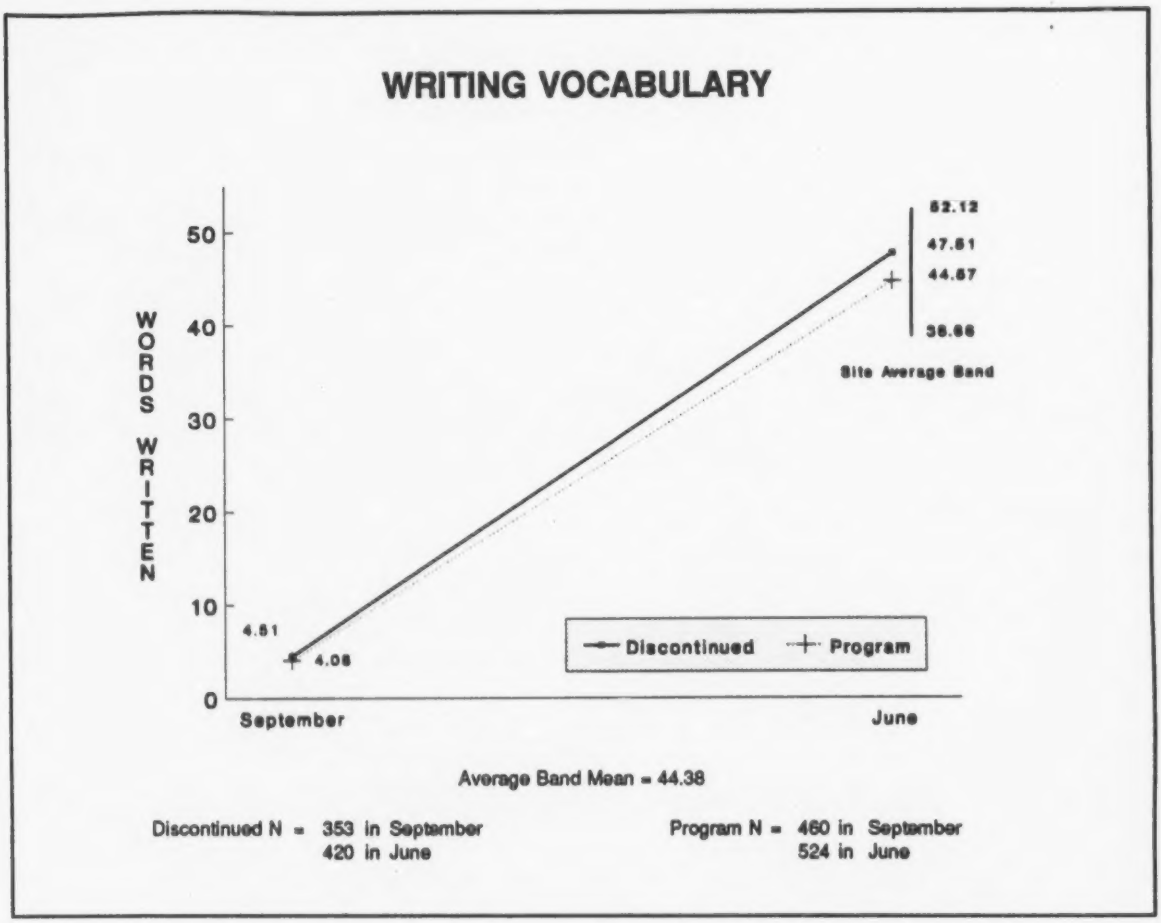
Measure	Average Band	Number of Discontinued Reading Recovery Children Equal to or Exceeding Average Band	Proportion of Discontinued Reading Recovery Children Equal to or Exceeding Average Band
Writing Vocabulary	36.66 - 52.12	361	86
Dictation	31.41 - 36.41	394	94
Text Reading Level	13.52 - 22.07	351	84
Number of Discontinued Reading Recovery Children Tested in June = 420			

Table 4.

Proportion of Reading Recovery® Program Children Scoring Equal to or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number Reading Recovery Program Children Equal to or Exceeding Average Band	Proportion of Reading Recovery Program Children Equal to or Exceeding Average Band
Writing Vocabulary	36.66 - 52.12	398	76
Dictation	31.41 - 36.41	450	86
Text Reading Level	13.52 - 22.07	356	68
Number of Reading Recovery® Program Children Tested in June = 524			

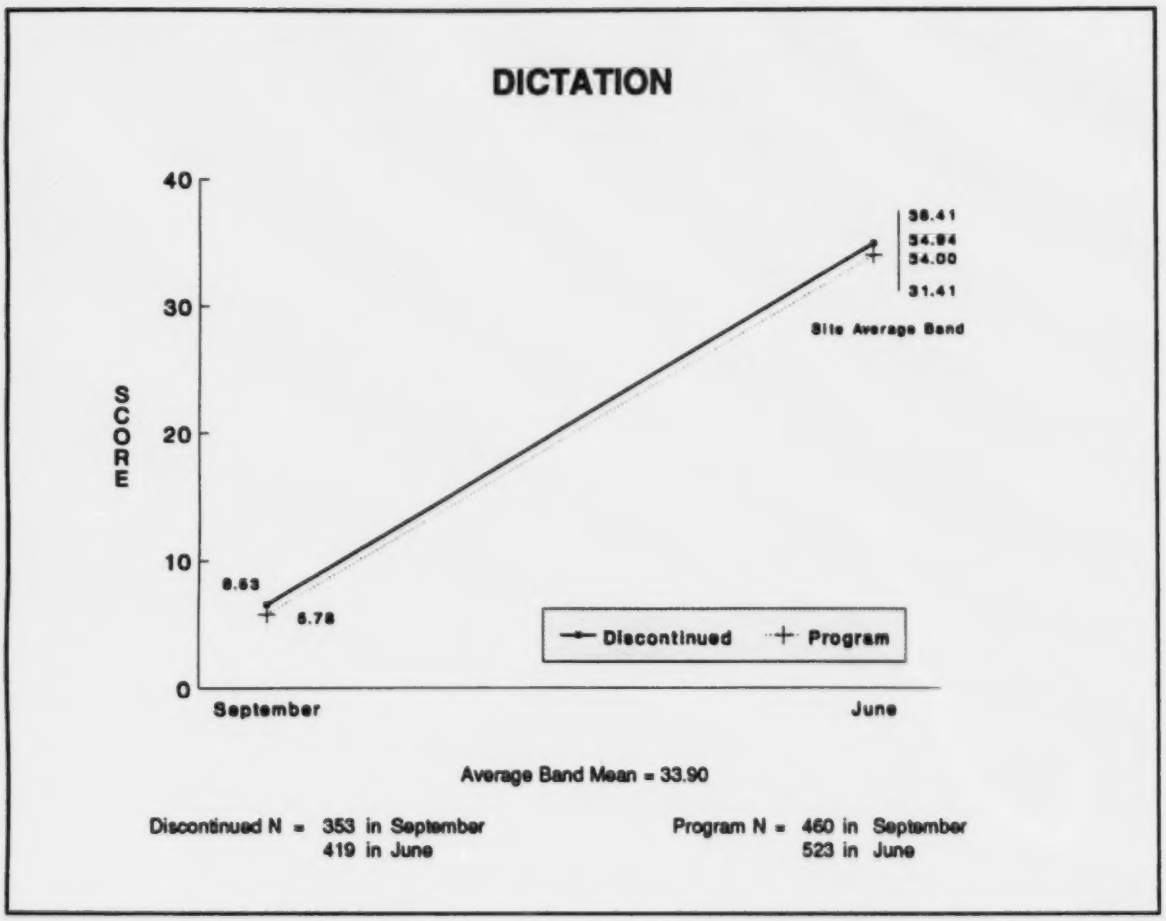
Figure 1.
Progress of Total Discontinued Group and Reading Recovery® Program Children on Writing Vocabulary
Writing Time Limit = 10 Minutes



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	4.51	47.51
Reading Recovery® Program Children	4.08	44.57

Average Band Mean = 44.38

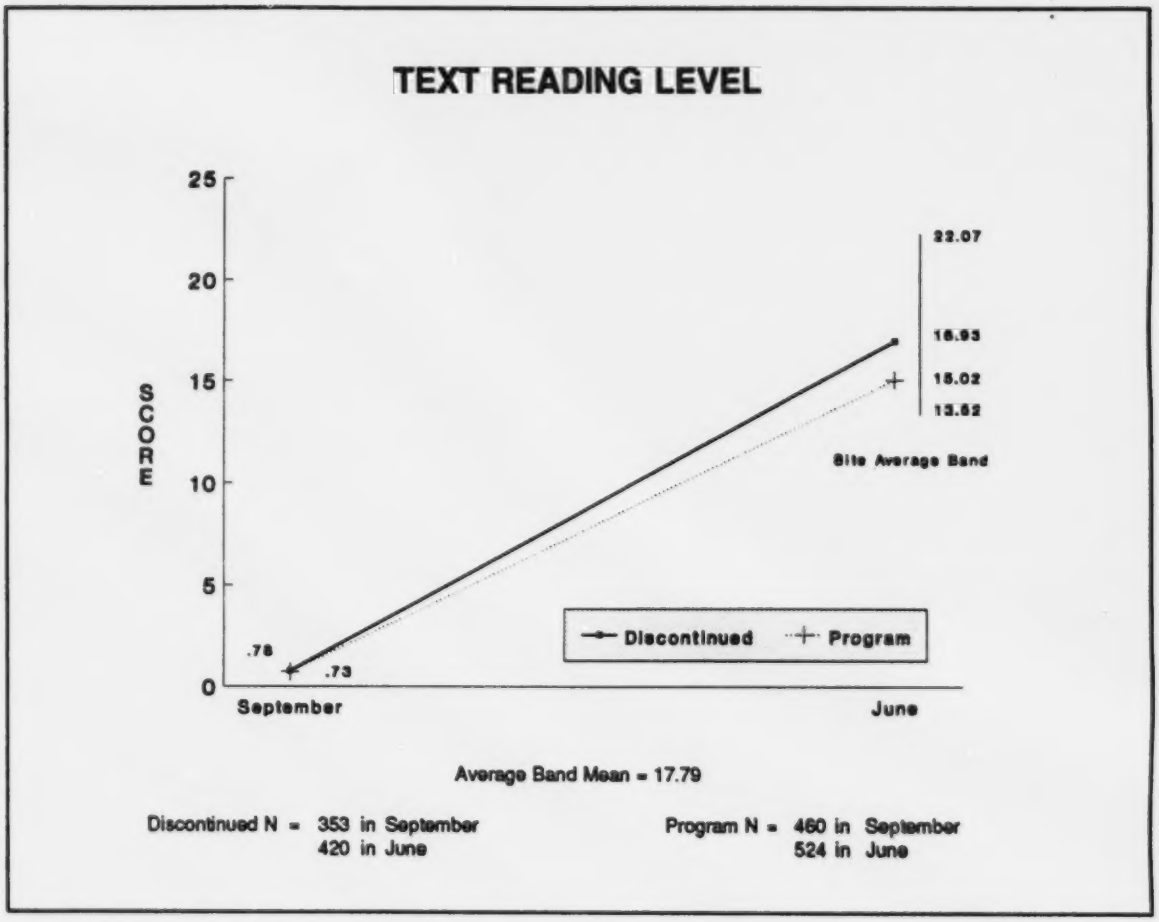
Figure 2.
Progress of Total Discontinued Group and Reading Recovery® Program Children on Dictation
Highest Possible Score = 37



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	6.53	34.94
Reading Recovery® Program Children	5.78	34.00

Average Band Mean = 33.90

Figure 3.
Progress of Total Discontinued Group and Reading Recovery® Program Children on Text Reading Level
Highest Possible Score = 30



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	.78	16.93
Reading Recovery® Program Children	.73	15.02

Average Band Mean = 17.79

Discussion: Question #3 Results

As illustrated in Figures 1, 2, and 3 both Discontinued and Reading Recovery® Program children attained scores on all three measures which were within the average band. On Dictation and Writing Vocabulary, the Discontinued and Program children exceeded the mean score of the average band. Progress for both groups on Text Reading Level represents achievement at the end of the first grade reader. (The Reading Recovery® levels 9 through 12 are within a primer range; levels 14 and 16 represent a first grade reader, 18 and 20 a second grade reader. The highest level, level 30, is a sixth grade level passage.)

Past experience and follow-up studies have shown that discontinued readers at the end of first grade have developed a self-improving system and have the strategies to continue to make progress within or above the average in their classrooms.

Question #4: What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

Entry, exit, and end-of-year scores for three measures of the Observation Survey were compared for children who were discontinued at least eight weeks prior to the final testing period. After being discontinued from Reading Recovery®, children received no further extra help but were expected to continue to make progress by independent reading and classroom instruction. Discontinuing dates and the number of lessons vary based on the individual child's progress; therefore, the time of discontinuing is not specific and these scores are labeled exit on the graphs that follow.

Question #4 Results:

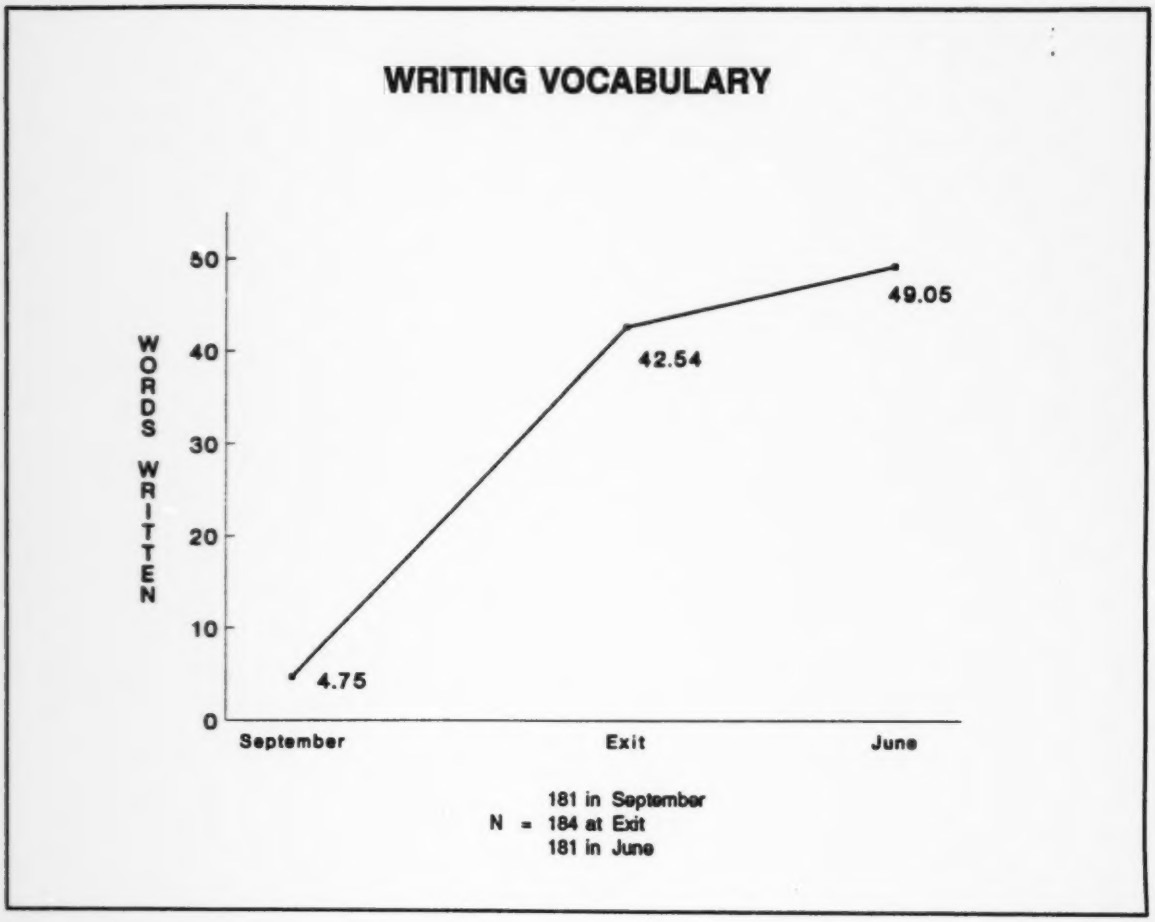
The progress of children discontinued prior to April 1 on three measures of the Observation Survey are reported on Table 5 and illustrated in Figures 4, 5, 6.

Table 5.

Progress of Children Discontinued Prior to April 1

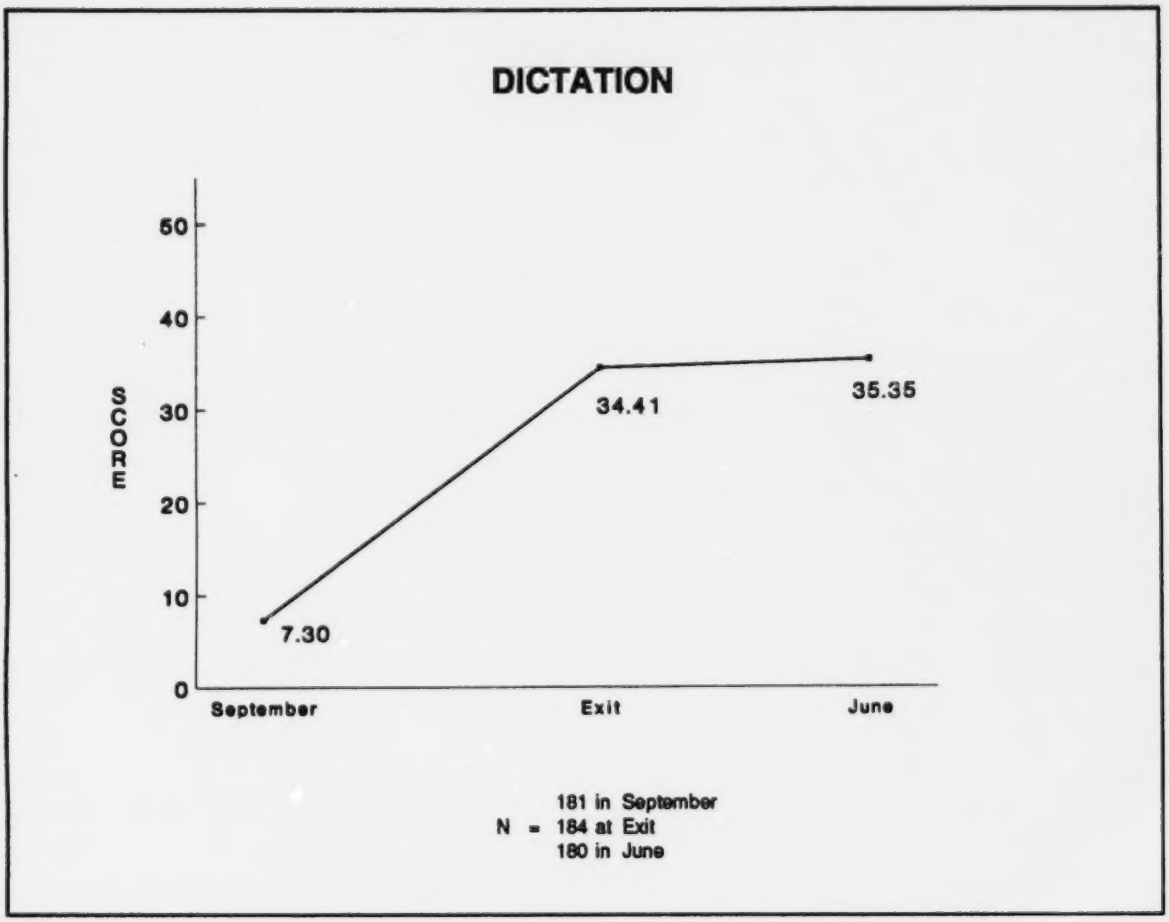
Measure	September	Exit	End-of-Year
Writing Vocabulary (Max = 10 Minutes)	4.75	42.54	49.05
Dictation (Max = 37)	7.30	34.41	35.35
Text Reading Level (Max = 30)	.78	13.06	19.13
Number of Children	N = 181	N = 184	N = 181

Figure 4.
Progress of Discontinued Children on Writing Vocabulary
(Discontinued Prior to April 1)
Writing Time Limit = 10 Minutes



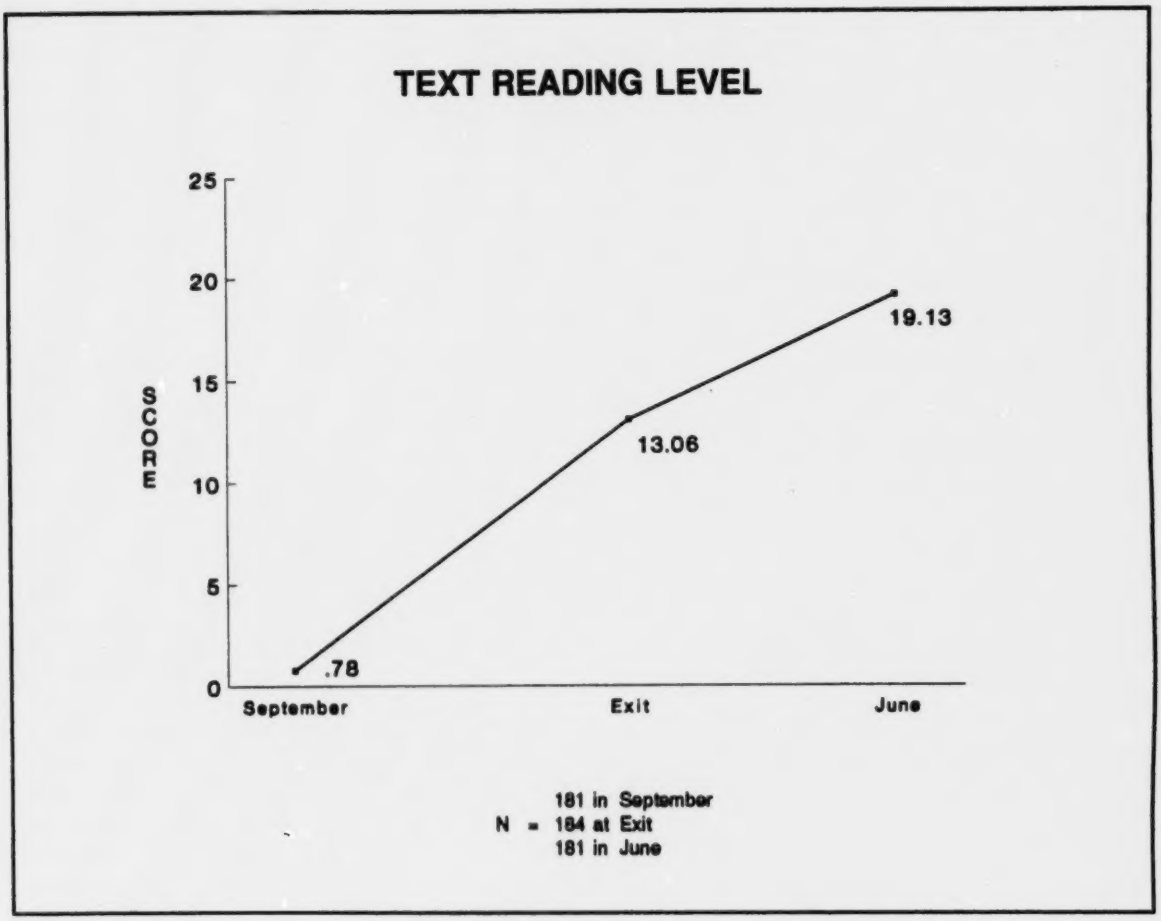
	Sept.	Exit	June
Mean Scores Writing Vocabulary	4.75	42.54	49.05
N =	181	184	181

Figure 5.
Progress of Discontinued Children on Dictation
(Discontinued Prior to April 1)
Highest Possible Score = 37



	Sept.	Exit	June
Mean Scores Dictation	7.30	34.41	35.35
N =	181	184	181

Figure 6.
Progress of Discontinued Children on Text Reading Level
(Discontinued Prior to April 1)
Highest Possible Score = 30



	Sept.	Exit	June
Mean Scores Text Reading Level	.78	13.06	19.13
N =	181	184	181

Children who discontinued prior to April 1 illustrate in the above figure the concept of a self-improving system. These children continued to make successful progress as they learned to read and improved their reading achievement by reading. These discontinued children achieved end-of-the-year scores exceeding the mean of the site average band on all three measures: dictation, writing vocabulary, and text reading. Their text reading level score represents a grade two reading level. This progress was attained with an average of 61.24 lessons.

Question #5: What was the progress of Not Discontinued Reading Recovery® Program children?

In previous years of the Reading Recovery® Program, teachers and Teacher Leaders have become aware of some children who receive 60 or more lessons but are not considered discontinued. However, improvement and progress can be noted for many of these students. To address Question #5 pretest and post-test scores on three measures of the Observation Survey were compared.

Question #5 Results:

Of the 530 Reading Recovery® Program children, 107 children were considered not discontinued. This number represents 20% of the program population. Although these 107 children did not achieve end-of-the-year scores equal to the site average band, significant gains were made on all three test measures. These Not Discontinued Program children received an average of 96.27 lessons. The following factors may have influenced their lack of accelerated progress:

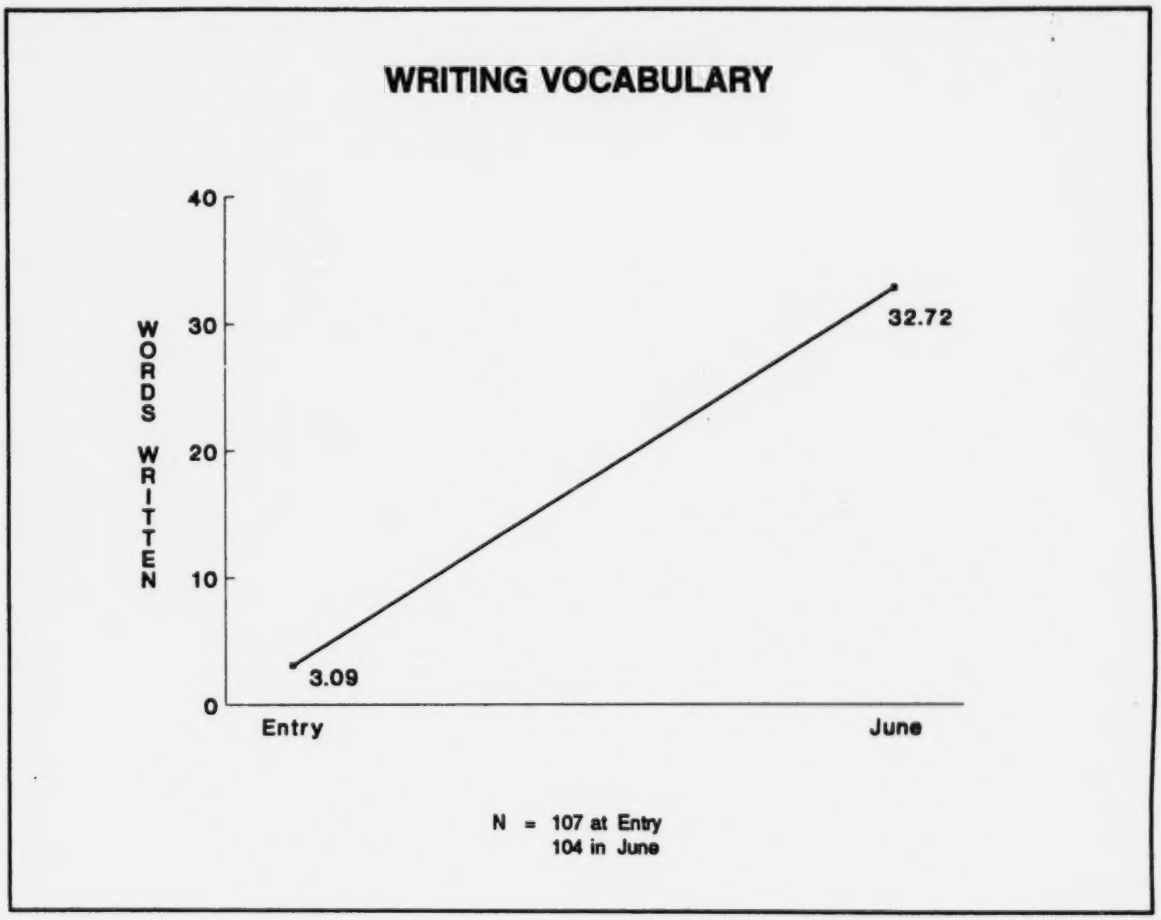
1. Attendance
2. Teachers in training lacked experience working with the most difficult to teach children
3. Lack of daily, formal reading instruction in the classroom
4. Lack of congruence between classroom program and Reading Recovery® instruction
5. Children needed additional or longer term educational services

The progress of the Not Discontinued Reading Recovery® children is illustrated in the following table and line graphs.

Table 6.
Summary of Diagnostic Survey Scores
For Not Discontinued Reading Recovery® Program Children

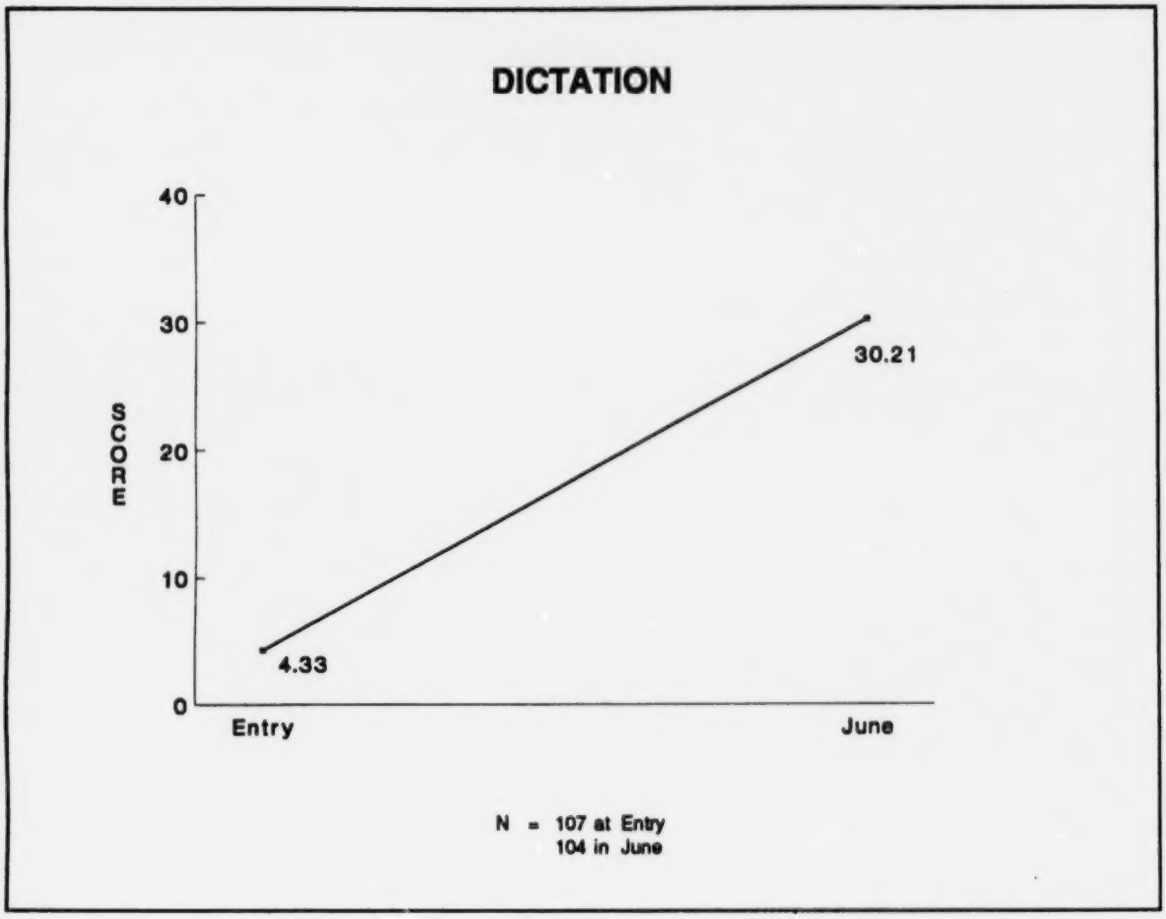
Measure	Entry Spring Testing	Not Discontinued Reading Recovery Program Children (mean)	Number
Writing Vocabulary	Entry Spring	3.09 32.72	107 104
Dictation	Entry Spring	4.33 30.21	107 104
Text Reading Level	Entry Spring	.59 7.29	107 104

Figure 7.
Progress of Discontinued Children on Writing Vocabulary
Writing Limit = 10 Minutes



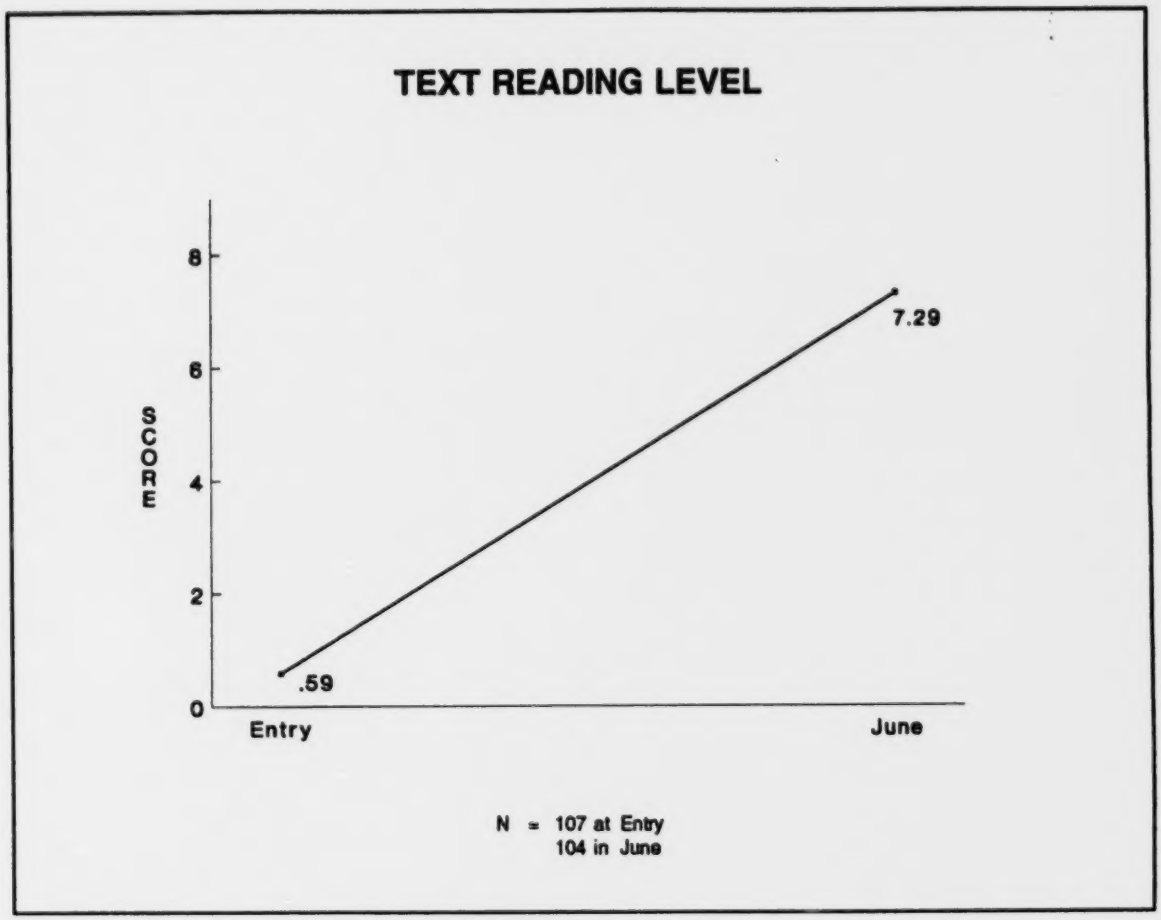
	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	3.09	32.72
N =	107	104

Figure 8.
Progress of Not Discontinued Children on Dictation
Highest Possible Score = 37



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	4.33	30.21
N =	107	104

Figure 9.
Progress of Not Discontinued Children on Text Reading Level
Highest Possible Score = 30



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	.59	7.29
N =	107	104

Question #6:	What informal responses were made by teachers-in-training, previously trained Reading Recovery® Teachers, classroom teachers, administrators, and parents of Reading Recovery® children, which reflect on the impact of the Reading Recovery® Program?

The answer to this question was obtained by surveying Reading Recovery® Teachers, classroom teachers, administrators, and parents using individual surveys developed especially for each group (copies of the individual surveys can be found in the Appendix C).

Question #6 Results:

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 1019 surveys were distributed to Reading Recovery® Teachers, classroom teachers, administrators and parents. There was a collective return rate of 83%. Following is the breakdown of distribution, return rate, and summaries of the surveys and comments by category.

■ In-Training Reading Recovery® Teachers

There were 23 surveys distributed to in-training Reading Recovery® Teachers. The return rate for in-training teachers was 100%. In-training teachers indicated they had learned a great deal about the reading process and the teaching of reading this year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal) was 4.9. The in-training teachers indicated on the survey that their views of how children learn to read and write have undergone changes. They indicated that the Reading Recovery® training has impacted their professional growth as a teacher in a variety of ways.

Following are sample comments from the survey about the reading process, the teaching of reading, and how children learn to read and write.

> "My view has changed from teaching children to read to teaching children how to read...Although I claimed to value processing, I wasn't nearly as aware of what to be observing for."
>
> "How to use strengths in writing/reading to foster growth."
>
> "The basic change...has been relinquishing control of the process...to talk less, listen more and to teach for independence."
>
> "I have gained a better understanding of just how the reading process works. By finding out what the child knows and building on that restores self-confidence in the child and a belief that s/he can do it."
>
> "Before the Reading Recovery training, my approach to teaching reading was a phonetic method. I now realize how important all the reading and writing strategies are for a reader to have a self-extending system."

The teachers were asked to comment on the highlights of their training year. The following are representative responses.

"The accelerated progress of my students..."

"Working as a Reading Recovery Teacher has been both exhilarating and exhausting. I found training class to be a wonderful support system throughout the year. It was also an opportunity to meet and get to know some excellent teachers with similar goals in education."

"The Behind the Glass experience...even though it is nerve racking, it is the key piece. The TL and other teachers offer constructive suggestions...while thinking about their own students."

"Watching the excitement in students as they take control of reading and writing and the rise in self-esteem."

"Seeing low readers achieve self confidence, independence, and success!"

In-training teachers were asked to comment on the least valuable experiences of the year. The following comments are representative of their responses:

"I can't think of any experiences I would call invaluable."

"Scheduling & keeping to 30 minute lessons. Sometimes the paperwork seemed insurmountable."

"The entire year has been a valuable learning experience."

The in-training teachers felt that parental involvement was important to a child's success. They worked to involve parents in their children's Reading Recovery® Program in a variety of ways.

a) phone calls
b) observing a Reading Recovery® lesson
c) written communication, such as progress reports, journals, notes
d) parent/teacher conferencing
e) attending Behind the Glass sessions
f) encouraging parents to listen to their child read the books and sentences sent home daily
g) sending a video of a Reading Recovery® lesson

The in-training teachers have set goals for themselves for the 1995-96 year. The commonalities in their goals are to:

a) refine their teaching and observation skills
b) communicate better with classroom teachers to insure the transfer of learning into the classroom setting
c) have more contact with parents, and work to improve parent involvement
d) respond to teacher requests for in-service sessions
e) participate in more colleague exchange
f) work with principals to ensure successful implementation of Reading Recovery® in the system
g) never waste a precious teaching opportunity
h) improve organizational skills
i) complete the selection process earlier in order to provide opportunities for a full program for more students

The in-training teachers had good insights into how Reading Recovery® training contributed to their growth as a teacher.

"I will never approach the teaching of Reading in the same way I did before. I will be better at observing children. I will be more interested in strategies vs. accuracy. I will do more reading for fluency."

"I truly feel I have impacted children's learning and have also helped parents. I have shared with classroom teachers and I feel they have benefitted and grown from what I learned also."

"I have become more aware of how what I do with a student in order to teach him/her affects his/her learning."

"I have learned that as a teacher I need to constantly evaluate and analyze my teaching. I have also learned that only by taking the time to reflect on yourself and your students can any decision about your teaching be made."

"I am so grateful for the opportunity to participate in the training...Our school is fortunate to have a Reading Specialist and Special Education Teacher trained in Reading Recovery. The common philosophy and approach of these two departments ensures the most effective...support for students."

■ Trained Teachers

There were 75 surveys distributed to trained Reading Recovery® Teachers. The return rate was 100%. On a scale of 1 (not a very good program) to 5 (a very good program) trained teachers viewed Reading Recovery® as a very good program, giving it an average score of 4.7.

Trained Reading Recovery® Teachers are called upon to share their knowledge and expertise with others. Many felt that this was the highlight of their year.

"Giving workshops at the 4 - 6 school--talking about the reading process and about teaching strategies that allow all children to be successful"

"Implementing a K - 3 assessment instrument in our school"

"Introducing Reading Recovery to a new building and a new staff"

Trained teachers continue to feel challenged and rewarded by their work with children.

"Working with children with major learning issues made me learn more about my own teaching and about their learning."

"Working with a severely disabled child who [at first] made slow progress and is now a successful reader. I am glad I did not give up on him."

Trained Reading Recovery® Teachers indicated they had continued to grow and learn professionally during the year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal), was 4.2. The trained teachers continue to place a high value on the regular in-service sessions and contact with other Reading Recovery® Teachers.

"Colleague interactions on a regular basis give me good feedback and help me to improve my teaching."

"Observing and discussing (Behind the Glass or videos) reinforces and builds my understanding of the [reading] process."

"Having a new Teacher Leader and a different group of colleagues every year offers a different perspective and reinforces the concept that our learning is never finished."

Trained Reading Recovery® Teachers accept responsibility for their learning.

"I believe I made a shift into better teaching this year. I'm better at getting the child to do the work. I've spent many hours listening to tapes and they've helped."

"I need to keep reading, working, listening to other teachers and continually analyze my own teaching."

As they think about their role and responsibilities in Reading Recovery® for next year, they have set some goals for themselves. The commonalities in their goals are to:

1. Expand their knowledge about the reading process and the procedures that support young readers;
2. Improve communication with parents;
3. Assist classroom teachers who ask for support in improving instruction; and
4. Seek colleague help earlier in the year and/or more often.

Trained teachers expressed concerns about the time needed to meet the demands of their Reading Recovery® position.

"More time is needed for record keeping, consulting with colleagues, follow-up support with classroom teachers...I'm concerned about the long term effects on Reading Recovery teachers."

"Viewing videos of my lessons and consulting with other Reading Recovery teachers takes adequate time - I don't have that!"

"I'm worried about Reading Recovery teacher burnout."

Trained Reading Recovery® Teachers offered their perceptions as to why Reading Recovery® works.

"Reading Recovery is a program I think of as a circle--reflect, review, revise."

"Critical thinking about why we do what we do [with students] and staying on top of new thinking [makes this a successful program]."

■ Classroom Teachers

There were 212 surveys distributed to classroom teachers. The return rate was 194 of 212 or 90%. Overall classroom teachers on a scale of 1 (not a very good program) to 5 (a very good program) viewed the program as being a very good program with an average score of 4.9. They noted positive observable changes in the students participating in Reading Recovery®.

"They use various strategies when working independently: context clues, phonics, pictures, look for meaning (in both reading and writing) before they ask for help."

"It means no failure. Even for children who may have enduring academic deficits, they will always see themselves as readers."

"more self-confidence, improved reading strategies and improved attitude [to school]"

"They have developed confidence and pride in their accomplishments. They see themselves as readers and writers."

"I see them learning from classroom instruction after their confusions are cleared up in the Reading Recovery lessons."

Classroom teachers indicated that the Reading Recovery® Teachers kept them informed about children's progress. On a scale of 1 (not very much communication) to 5 (a great deal of communication) classroom teachers rated the level of communication as 4.6.

"Communication has been ongoing. The Reading Recovery teachers support me with my other students as well and are an exceptional resource."

"The Reading Recovery teacher does an outstanding job keeping Reading Recovery and classroom communication lines open."

Classroom teachers contributed additional comments that reflected their view of the impact of Reading Recovery® in their schools.

"We could not do without it. These children would flounder and go into next year even further behind."

"The dollars spent on Reading Recovery probably get more long term mileage than waiting until grade 2 or 3 to service kids."

"Students in Reading Recovery are eager to share what they know with classroom peers. They model good reading strategies and that helps all students. Isn't that great?"

"Thank you! You have been a great help in the way I look at reading, too!"

The following concerns were expressed by classroom teachers:

1. Why do some children need Reading Recovery® for most of their first grade year?
2. Why does Reading Recovery® serve the very lowest?
3. Why does Reading Recovery® serve children who may not be ready to learn?

■ Administrators

There were 97 surveys distributed to administrators. The return rate was 81 of 97 or 84%. On a scale of 1 (not a very good program) to 5 (a very good program) administrators rated the program as a very good program with an average score of 4.8. The administrators indicated that Reading Recovery® had a positive effect on the students, Reading Recovery® Teachers, classroom teachers, parents and the school as a whole. The following are a sample of comments made by administrators.

"An impressive impact! Struggling readers and writers develop new skills, strategies and confidence."

"Many of our teachers have integrated Reading Recovery techniques into their classroom instruction."

"The percentage of 1st grade students we can send to grade 2 reading has greatly improved. I believe it saves most of these students from being coded."

"When facing a staff reduction our classroom teachers never showed any interest in reducing Reading Recovery services."

"We are very enthusiastic about the expansion of our Reading Recovery program next year which is being supported by staffing modifications and budget funds."

Administrators' common concerns about Reading Recovery® for next year are: (1) financial, (2) serving more children, (3) serving the lowest students, and (4) improved instruction for all children.

"Our concern relates to our need for complete system intervention. We're hoping for consistent, on going staff development for all teachers in early literacy development."

"I am not sure we are discontinuing as many children or as quickly as we could/should."

"It's difficult to promote a program when year by year we're not sure if training will be provided by the state. If the state truly believes that this is a worthwhile program, then they need to demonstrate a commitment and do all that is possible to train all interested people. Interest in the program will definitely wane if roadblocks continue to be put in the path of implementation."

"For some very developmentally young students the gift of time is all they need."

■ Parents

There were 612 surveys distributed to parents of Reading Recovery® children. The return rate was 487 of 612 or 79%. On a scale of 1 (not a very good program) to 5 (a very good program), parents viewed Reading Recovery® as a very good program, giving it an average score of 4.7.

The following are comments parents shared concerning the impact Reading Recovery® had on their child's school experience.

"[child's name] was never allowed to fall behind. Reading Recovery gave her the skills while still allowing her to participate in the regular class reading program."

"This program got [child's name] interested in school again."

"My child can grasp sounds more easily and understands what the story is about better."

"He just won an award in school for most improved in creative writing. I believe it's because of the Reading Recovery program."

"What a different person your child can be when he starts to grasp reading. A lot of qualities in [child's name] were brought out by the teaching and support."

The following is a sample of comments about what they would tell another parent about the program.

"It works and it's alot better than keeping a child back."

"This is an excellent program. I was reluctant at first to have my child pulled out of regular classroom activities but I would have no such reservations now. I wish we could afford to offer such one-on-one programs on a regular basis to every child."

"Give your child a chance if he needs it."

"I have had 2 daughters in this program...I don't think they would be reading where they are if it wasn't for this program."

"I don't know 'how' it works but I know it does work."

"I liked that it was in first grade and that it was caught before it got out of hand."

"It is possibly the most valuable educational experience a child can receive in his or her early years."

Parents consistently commented on the impact Reading Recovery® had on their child's self-esteem.

"It helped him catch-up to the other children in his class. Made him feel better about himself"

"My son's progress has really been amazing to me. He is so proud of himself. His accomplishments have done tons for his self-esteem."

"Reading Recovery has given my child a confidence he's never known before. Instead of feeling 'different' now [child's name] feels great about himself."

Parents commented on their role in their child's learning.

"It's great to have the books sent home so we had a chance to read with him. I felt in touch with the progress he was making."

"The other great part of Reading Recovery is that the family is so much involved."

"Even though, at times, I myself could not read the books brought home my son would read them to me."

"Parent contribution is a necessary part of this program and well worth it."

Many parents expressed their gratitude.

"Thank you for your time and patience. It has paid off immensely."

"Thank you for this wonderful gift."

"Thank you for this opportunity. She finally feels she is able to keep up with some of her friends."

"Appreciated having an opportunity for my son to participate in such a well designed program."

"I am grateful to [Reading Recovery teacher's name] for opening the world of reading to my daughter."

And finally

"I would give it a 10 but your scale only goes to 5--so I guess I have to put 5!"

Question #7: What percentage of the first grade population in each district is being served by Reading Recovery®?

School District	# First Graders	# Reading Recovery Children	% Served	# Program Children Served	% Program Children
Amherst	145	21	14	20	14
Bartlett	42	6	14	6	14
Bath	14	2	14	2	14
Berlin	100	7	7	5	5
Bethlehem	38	2	5	2	5
Campton	42	15	36	12	29
Claremont	189	16	8	12	6
Conval	240	46	19	35	15
Conway	136	15	11	12	9
Cornish	35	6	17	5	14
Derry	644	19	3	11	2
Epsom	53	15	28	7	13
Fall Mountain	173	6	3	5	3
Franklin	105	12	11	7	7
Gilford	80	5	6	5	6
Gilmanton	38	7	18	5	13
Gorham	44	7	16	5	11
Governor Wentworth	206	27	13	25	12
Grantham	20	5	25	4	20
Groveton	48	12	25	12	25
Hanover	65	7	11	6	9
Hillsborough	118	12	10	10	8
Holderness	27	6	22	4	15
Hooksett	129	21	16	18	14
Hopkinton	85	16	19	13	15

School District	# First Graders	# Reading Recovery Children	% Served	# Program Children Served	% Program Children
Laconia	190	22	12	17	9
Lafayette	29	2	7	2	7
Lebanon	164	26	16	18	11
Lincoln/Woodstock	40	5	13	4	10
Lisbon	39	8	21	7	18
Littleton	99	19	19	13	13
Manchester	1320	7	1	6	<1
Mascoma	142	9	6	6	4
Milford	206	27	13	20	10
Monadnock	204	21	10	15	7
Moultonborough	41	6	15	5	12
Newport	97	29	30	23	24
Pembroke	101	8	8	4	4
Piermont	8	2	25	2	25
Pittsfield	73	4	5	3	4
Plymouth	57	16	28	15	26
Raymond	163	18	11	13	8
Rumney	26	8	31	7	27
Seacoast (Hampton) (North Hampton) (Seabrook)	267 (134) (62) (71)	25	9	20	7
Stratford	20	7	35	4	20
Thornton	26	11	42	9	35
Timberlane	339	12	4	9	3
Warren	10	3	30	2	20
Weare	136	21	15	18	13
White Mountain	115	33	29	26	23
Woodsville	66	15	23	14	21

Project Continuation 1995 - 1996

There will be four in-training classes during the 1995-96 school year. One class of twelve teachers will be held at the newly-installed training center in Newport at the Sugar River Valley Technical Center. Ann Fontaine will teach this class.

A second in-training class of eight teachers will be taught by Sandra Tilton in Plymouth at the training center at Plymouth Elementary School.

A third in-training class will be held in Milford at the training center at Milford Elementary School. Gail LaJeunesse will teach ten teachers there.

A fourth in-training class with eight teachers will be taught by Diana Anderson at the newly-installed training center in Seabrook at Seabrook Elementary School. For a listing of in-training teachers and their school districts see Appendix B.

Teachers-in-training will attend a week long workshop at their respective centers in August. These sessions will prepare teachers to begin working with children as soon as schools open.

Ann, Sandra, and Gail will also conduct inservice sessions for previously trained Reading Recovery® Teachers. These sessions will be held in August and throughout the school year. The purpose of the sessions for previously trained teachers is to extend their understanding of children and the reading process, along with the Reading Recovery® procedures.

In addition to training new teachers and following previously trained teachers, Teacher Leaders will offer inservice sessions to teachers, administrators, and school boards on topics of interest and/or need as their time permits. These inservice sessions will be offered to districts which have teachers participating in the program. Awareness sessions will be offered during the year for districts interested in participating in the program during the 1996-1997 school year.

In the spring of 1996 all trained and in-training Reading Recovery® Teachers will participate in the collection of data in order to evaluate the continued effectiveness of Reading Recovery® in New Hampshire. These data will be compiled and summarized by the Teacher Leaders into the 1995-96 State Report. A session reporting the results of implementation of Reading Recovery® in New Hampshire will be offered.

Teacher Leaders will continue to collaborate with educational leaders throughout New England and will meet at Lesley College for Teacher Leader Professional Development Days.

New Hampshire Teacher Leaders will continue to improve their training skills by attending the Northeast Regional Reading Recovery® Conference and Institute in October, the New Hampshire Reading Recovery Conference in March, and the Teacher Leader Institute held in June 1996. They will also make and receive colleague visits.

Teacher Leader Recommendations

Recommendations for 1995-96

1. We recommend that all school districts conduct studies to determine the factors, in their schools, which contribute to literacy success for ***all*** first, second, and third grade children. Some New Hampshire school districts have already used information from follow-up studies to develop plans to improve literacy instruction in the primary grades.

2. We recommend that schools recognize Reading Recovery® as a supplemental service to classroom reading instruction. The program is designed to function in addition to classroom teaching. Reading Recovery® children ***must*** receive daily, formal reading instruction in the classroom in order to make accelerated progress.

Ongoing recommendations

1. Continue to maintain the integrity of the Reading Recovery® Program in New Hampshire with a quality teacher training program for new teachers as well as continuing teacher training sessions for previously trained teachers.

2. Ensure that children receive daily lessons. The average number of lessons received by a discontinued Reading Recovery® child in 1994-95 was 62.4. The number of weeks these discontinued children took to complete their program was 16.9. This number indicates that each child received 3.69 lessons per week. While this represents a gain from the previous year, Teacher Leaders will assist districts in developing a plan to ensure that children receive daily Reading Recovery® lessons.

3. Strengthen communications within schools and communities about the progress of students and the goals of the Reading Recovery® Program.

4. Provide the opportunity for trained teachers to participate in at least four Behind the Glass sessions. This will enable the teachers to strengthen their observation and decision-making skills.

5. Continue to work with other Teacher Leaders in the state and the region to preserve the integrity of the program and to extend the knowledge of each of us.

Reading Recovery® Teachers and Schools in the Program 1994 - 1995

NAME	SCHOOL AND TOWN
Joanne Anctil	Clark Elementary School, Amherst
Diana Anderson	Seabrook Elementary School, Seabrook
Susan Jacobsohn Avis	Center Woods Elementary School, Weare
Vicky C. Bailey	Groveton Elementary School, Groveton
Nancy Bannon	Milford Elementary School, Milford
Nancy N. Barton	Richards School, Newport
Jean N. Beard	Woodland Heights Elementary School, Laconia
Ann Beaupre	Clark School, Amherst
Heather Beeman	Plymouth Elementary School, Plymouth
Bonnie Belden	Richards Elementary School, Newport
Wendy Benger	Danville Elementary School, Danville
Lee C. Browne	Way School, Claremont
Cameron Anna Burton	Pine Tree School, Center Conway
Marjorie J. Blessing	Milford Elementary School, Milford
Janis Campbell	Pembroke Village School, Pembroke
Charlotte Carle	Dublin Consolidated School, Dublin & Temple Elementary School, Temple
Elizabeth Carlson	Paul Smith School, Franklin
Virginia Clark	Lakeway Elementary School, Littleton
Lori Crantz	Epsom Central School, Epsom
Kathleen M. Connery	Plymouth Elementary School, Plymouth
Allison Cooke	Conway Elementary School, Conway
Edith L. Crowley	South Range School, Derry
James Darling	Canaan Elementary School, Canaan & Enfield Elementary School, Enfield
Jean R. D'Espinosa	Fred C. Underhill School, Hooksett
Carolyn M. Dickey	Pleasant Street School, Laconia
Priscilla Drouin	Fred C. Underhill School, Hooksett
Linda D. Ehrlich	School Street School, Lebanon
Myra Ellingwood	Lancaster Elementary School, Lancaster
Judy Erickson	Whitefield Elementary School, Whitefield
Evelyn S. Fitzpatrick	Lisbon School, Lisbon
Ann Fontaine	Richards Elementary School, Newport
Barbara Fraser	Center Woods Elementary School, Weare
Joanne Frigulietti	Peterborough Elementary School, Peterborough
Terri Garand	Bethlehem Elementary School, Bethlehem
Debra Gouveia	Francestown Elementary School, Francestown
Sherrie A. Greeley	Bernice Ray School, Hanover
Jane Haldeman	Stratford Public School, North Stratford
Cheryl Halley	Milford Elementary School, Milford
Donna G. Hann	Paul Smith Elementary School, Franklin
Frances V.P. Hanson	Holderness Central School, Holderness
Donna Hart	Woodsville Elementary School, Woodsville

(1994 - 1995 cont.)

Kristine Haveles	Wilson Elementary School, Manchester
Wendy Heidenreich	Sacred Heart Public School, Lebanon
Lois D. Henson	Woodsville Elementary School, Woodsville
Coreen Herrick	Epsom Central School, Epsom
Roberta Holt	Clark Elementary School, Amherst
Marilyn Ann Hurley	Mt. Caesar School, East Swanzey
Karin J. Jacobson	Centre School, Hampton
Sue Jaggard	Grantham Village School, Grantham
Gail Johnson	Ossipee Central School, Ossipee
Teresa Marie Kellaway	South Range School, Derry
Joan Kipp	Groveton Elementary School, Groveton
Diane K. Kline	Elm Street School, Laconia
Gail LaJeunesse	Milford Elementary School, Milford
Susan Marie Lander	Pittsfield Elementary School, Pittsfield
Marjorie E. Lane	Bath Village School, Bath, Warren Village School, Warren Piermont Village School, Piermont
Carol Lord	Richards Elementary School, Newport
Karen MacQueen	Alstead Primary School, Alstead
Cheryl Marr	Danville Elementary School, Danville
Dorothy Martin	New Durham Elementary School, New Durham
Karen May	Harold Martin School, Hopkinton
Deborah McCrum	Bartlett School, Berlin
Susan Mellow	Cornish Elementary School, Cornish
Janet Monet	Lamprey River School, Raymond
Karen Murray	Fred C. Underhill School, Hooksett
Nancy Orszulak	Campton Elementary School, Campton
Sharon Otterson	Hillsboro-Deering Elementary School, Hillsboro
Edith Patridge	Thornton Central School, Thornton
Adele Perron	Greenfield Elementary School, Greenfield & Francestown Elementary School, Francestown
Ellen Phillips	New Durham School, New Durham
Herrika W. Poor	Mt. Lebanon School, West Lebanon
Susanne J. Pulsifer	Dalton School, Dalton
Suzette Ragan	Mt. Lebanon School, West Lebanon
Rosemary N. Rancourt	Lancaster Elementary School, Lancaster
Dorothy Regan	North Hampton Elementary School, North Hampton
Karen P. Reynolds	Centre School, Hampton
Nancy Rice	Antrim Elementary School, Antrim
Diane Pictrowski	Lamprey River Elementary School, Raymond
Elizabeth E. Richards	Josiah Bartlett Elementary School, Bartlett
Mary Rivers	Moultonborough Central School, Moultonborough
Margaret F. Roberts	Gilmanton School, Gilmanton
Penny Rogers	Seabrook Elementary School, Seabrook
Doris N. Rooker	North Street School, Claremont
Katherine Lovering Shanks	Mt. Caesar School, East Swanzey
Marjorie Shepardson	Mt. Caesar School, East Swanzey
Deborah Showalter	Lin-Wood School, Lincoln

(1994 - 1995 cont.)

Christine Smith	Jefferson Elementary School, Jefferson
Mary Louise Souza	Ossipee Central School, Center Ossipee
Aimee Stevens	Gilford Elementary School, Gilford
Penelope Stevenson	Woodsville Elementary School, Woodsville
Judith Parker Stone	Center Woods Elementary School, Weare
Margaret Stumb	Harold Martin School, Hopkinton
Marlene Tabor	Russell School, Rumney
Johanna Thomas	Hillsboro-Deering Elementary School, Hillsboro
Sandra Tilton	Campton Elementary School, Campton
Nancy Tuite	Lakeway Elementary School, Littleton
Priscilla G. Ware	Grinnell School, Derry
Helen Waterman	Pierce School, Bennington & Hancock Elementary, Hancock
Patricia Weathers	Edward Fenn School, Gorham
Diane Lee Wheeler	Tuftonboro Central School, Tuftonboro
Marcia H. Williams	Richards School, Newport
Melanie Williams	Milford Elementary School, Milford
Deborah Wood	Lamprey River Elementary School, Raymond
Eileen Woolfenden	Campton Elementary School, Campton

Reading Recovery® Teachers-In Training 1995 - 1996

NAME	SCHOOL AND TOWN
Naomi Abelowitz	Ledge Street School, Nashua
Linda Beloin	Center Woods School, Weare
Sharon Botting	Ossipee Central School, Ossipee
Nancy Brickey	Amherst Street School, Nashua
Sue Brown	Kennett Brett School, Tamworth
Jackie Buck	Haigh Elementary School, Salem
Elaine Champion	Sandown Central School, Timberlane
Gayle Crane	Henniker Schools, Henniker
Martha Dahl	Jaffrey Grade School, Jaffrey
Elaine Day	Bernice A. Ray School, Hanover
Jane Desbiens	Way School, Claremont
Patricia Domin	Seabrook Elementary School, Seabrook
Jeanne Ferguson	Memorial Drive Elementary, Farmington
Louisa Goss	Conway Elementary School, Conway
Anne Harvey	Richards School, Newport
Judith Hess	Carpenter School, Wolfeboro
Kathy Houlker	Mt. Lebanon School, West Lebanon
Patricia Humphrey	Chichester Central School, Chichester
Rosemary Jablonski	Walpole Primary, Walpole
Elaine Kernozicky	Charlestown Primary, Charlestown
Susan Karsten	Campton Elementary, Campton
Susan LaPlante	Mary Fisk Elementary, Salem
Beth Lavoie	Epsom Central School, Epsom
Brenda LeBel	Horne Street School, Dover
Rita Maglio	Ledge Street School, Nashua
Mary S. McCormack	School Street School, Lebanon
Patricia Moderski	Soule School, Salem
Deborah O'Brien	Orford Elementary, Orford
Barbara Padley	Dr. Crisp School, Nashua
Leona Palmer	Mt. Pleasant School, Nashua
Mary Ellen Price	Center Woods School, Weare
Nancy Riley	Mt. Pleasant School, Nashua
Marilyn St. George	Fairgrounds Elementary, Nashua
Margo Seyfarth	Centre School, Hampton
Jeannette Streeter	Lisbon Elementary, Lisbon
Sarah Turcotte	Harold Martin School, Hopkinton
Irene Wellman	Allenstown Elementary, Allenstown
Beth A. Zelenak	Wentworth Elementary, Wentworth

#1 5/95

Questionnaire for Teachers in Training (End of Year)

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. How has your view of the reading process changed this year?

2. How have your views of teaching reading changed?

3. How has your view of how children learn to read and write changed?

4. In your work with Reading Recovery®, what have been the highlights of your teaching experience this year? Why?

5. In your work with Reading Recovery®, what have been the least valuable experiences you have had this year? Why?

6. In what ways have you worked to involve parents in their children's Reading Recovery® Program? How has that made an impact?

7. As you think about your role and responsibilities in Reading Recovery® for next year, what are some goals you have set for yourself?

8. In what ways has your Reading Recovery® training contributed to your growth as a Teacher?

9. Circle the number which best describes your answer. As a Reading Recovery® Teacher, how much have your learned this year?

1	2	3	4	5
nothing				great deal

10. Other Comments:

53

Thanks again!

#2 5/95

Trained Teacher End of Year Questionnaire

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. What have been the highlights of your Reading Recovery® teaching experience this year? Why do you consider them to be "highlights"?

2. In what ways have you worked to involve parents in their children's Reading Recovery® program? How has that made an impact?

3. As you have become removed from the weekly training sessions, what are your greatest concerns about your own growth as a Reading Recovery® teacher?

4. What were some of the most valuable aspects of the inservice sessions for trained Reading Recovery® Teachers this year?

5. In what ways have you kept in contact with other trained Reading Recovery® Teachers this year? How much contact have you had with these teachers?

6. As you think about your role and responsibilities in Reading Recovery® for next year, what are some goals you have set for yourself?

7. Circle the number which best describes your answer. As a Reading Recovery® Teacher, how much have you learned this year?

1	2	3	4	5
nothing				great deal

8. What are some suggestions for helping you to become a better Reading Recovery® Teacher next year?

9. Circle the number which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

10. Other Comments:

Thanks for your input!

#3 5/95

Questionnaire for Classroom Teachers

We are beginning to plan for next year's implementation of Reading Recovery® in your school. You are a VALUABLE partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. Have any children from your classroom been involved in the Reading Recovery® program this year?

   If so, how much has the Reading Recovery® Teacher let you know about the progress of this/these student(s)? Circle the appropriate number.

1	2	3	4	5
nothing				great deal

2. What changes have you observed in children participating in the Reading Recovery® Program as they work in the classroom?

3. What do parents of Reading Recovery® children say about the Reading Recovery® Program?

4. Are you interested in having more children from your classroom involved in the Reading Recovery® Program? Why or why not?

5. Circle the number below which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

6. What are your concerns about implementing Reading Recovery® in your school next year?

7. Other Comments:

55

Thanks again!

#4 5/95

End of Year Questionnaire for Administrators

We are beginning to plan for next year's implementation of Reading Recovery® in your school. You are a valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. What impact has Reading Recovery® had on the children in your school this year?

2. What do Teachers in your school say about Reading Recovery®?

3. What do parents say about the Reading Recovery® Program?

4. Circle the number below which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

5. What are your concerns about implementing Reading Recovery® in your school next year?

Thanks again!

#5 5/95

End of Year Questionnaire for Parents

Dear Parent(s):

We are thinking about the needs of children and their parents as we make plans for next year. Since your child was involved in Reading Recovery®, we are asking you to help us think about how Reading Recovery® affected your child and your family this year.

Please write brief answers to the following questions and send this paper back to school with your child. We really value your opinions. Your answers are quite IMPORTANT to us as we plan for next year.

1. How has Reading Recovery® affected your child's experience in school?

2. If you were telling another parent about the Reading Recovery® Program, what would you say?

3. Did the Reading Recovery® Teacher let you know about your child's progress?

4. Circle the number below which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

6. Other Comments:

57

Thanks so much for your support!
Sincerely,